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BOOK REVIEWS

Growth and Education. By JOHN MASON TYLER. Boston: Houghton, Mifflin, & Co., 1907. Pp. xiv+294.

In this book is brought together a great deal of material upon the growth of the body and its organs from infancy to maturity and to some extent the relation of these facts to education. The discussion opens with a forceful comparison of the life led by the average city-bred child of today with that of the child of fifty to a hundred years ago. Then the open-air life of the farm and country met fairly the needs of physical education. The child of today spends an excess of time indoors and with it does too much mental work. Various defects of the modern situation, from the point of view of proper child-development, are presented with convincing clearness. Physical development is held to be the prime business of the child at every age, rather than the attainment of any sort of mental proficiency.

After several chapters on growth and disease, the author discusses at length the physical and mental characteristics of the different periods from infancy through the high school. After this are chapters on the necessity of more attention to physical training and gymnastics in the school and one upon the particular value of the various manual arts for filling, in a measure, the prevailing deficiency of present-day education.

The book contains much material and makes a most forceful plea. If we may venture to suggest any criticisms, we should say that in general there is too much massing of data without special interpretation, so that the reader is often "at sea" with reference to the meaning and even the validity of the data hurled upon him. Then, again, the author too frequently drifts from his main theme, "growth," to a discussion of psychological and pedagogical problems not at all related to it, and while these discussions are sensible they are quite general and often trite. It is also to be regretted that he could not have correlated more closely the detailed physical data presented with educational method and precept. There is certainly a too frequent tendency to mass unrelated facts or to pass easily from a physiological fact to a psychological one having at best only a remotely hypothetical relation to it, e. g.: "The tides of religious feeling are at their flood at fourteen and sixteen when the girths and the lung capacity have their accelerated increase" (p. 201). There is also a marked tendency, the more remarkable because the author is by vocation a scientist rather than a philosopher, to offer the veriest guesses as if the serious hypotheses of science. He tells us, for instance, "A larger scope for athletics during these earlier years would probably lead to a more moderate and temperate enjoyment of them afterward. Inoculation often lessens the virulence of disease" (p. 217). Certainly a curious analogy. The book is distinctly weakened by the introduction of such obscure speculation as the following: "Then, probably about the age when our arboreal ancestor was approaching maturity (between seven and nine?), the rapid growth

of the legs is at present far from complete. Sexual maturity is deferred until the growth of the legs is nearer completion. But for a time the legs must outgrow the trunk, so to speak. Expenses threaten to exceed income. There must be a readjustment and increase of trunk length to meet the new demands. . . . Between eight and thirteen inclusive in the boy, and a little earlier in the girl, there is a time when the growth of the legs has disturbed the economy of the growth of the body. The disturbance is usually not great enough to affect life. The death rate continues to decline. But it produces a temporary weakness, and a tendency to various disorders. Hence morbidity rises until increase of girths and of trunk length, at fourteen and sixteen in the boy, restores the proper balance." Or, "If, as we have reason to believe, the forearm centers in the brain are developing rapidly about eight, those of the fingers probable (?) mature a year or two later. The development of the centers of thought and will must wait for the completion of the lower and essential portions" (pp. 153, 154, 155).

One feels in reading the book that the author is so completely in bondage to the recapitulation idea, significant though it may be, as to be unable to fairly face present problems and evaluate present difficulties. To give but a single instance of the way this prepossession limits the discussion quite artificially, little is said of the eye, and nothing is given of recent scientific conclusions regarding the physiological maturing of that organ, and yet it has most important bearings upon current school practice.

The work contains an extensive classified bibliography, tables, and an index.

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First Book in Latin. By ALEXANDER JAMES INGLIS AND VIRGIL PRETTYMAN.
New York: Macmillan, 1907. Pp. 301. \$1.00.

To the teacher who feels the need of numerous exercises for Latin conversation in the beginners' book, this *First Book in Latin* will strongly appeal. At the end of each of its sixty-five lessons are several questions in Latin, the answers to which are usually to be found in the connected Latin of the lesson. This connected Latin will attract another body of teachers, for it gives in all except the first ten lessons a simplified form of the Belgian War (Caesar, ii, 1-15) and of the Helvetian War (Caesar, i, 1-29). The remaining features of the book are quite similar to the average first-year book. Each lesson has a paradigm or rule, a vocabulary of about ten words, about six lines of detached Latin sentences, the same amount of connected Latin, and ten lines of English sentences, besides the conversation at the end. The sixty-five lessons are preceded by an introductory lesson on pronunciation. They are followed by the appendix of forms, the appendix of rules, the two vocabularies, and the index. One cannot commend too highly the completeness and helpfulness of the English vocabulary and of the index. The Latin vocabulary of 650 words, mostly from Caesar, is admirably selected.

The connected Latin sentences mentioned above occupy a central place in the plan of the book. One of their purposes is to serve as an interesting and attractive approach to Caesar. They are simple and interesting, and may be valuable if they do not dull the pupil's interest in the narrative of the Gallic